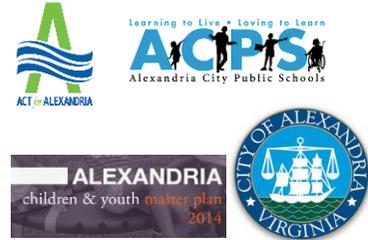


ACHIEVING COMPREHENSIVE EARLY CARE & EDUCATION IN ALEXANDRIA: VPI'S ROLE



PREPARED FOR VIRGINIA GENERAL ASSEMBLY'S JOINT SUBCOMMITTEE ON THE
VIRGINIA PRESCHOOL INITIATIVE

July 24, 2015



EARLY CARE AND EDUCATION WORKGROUP

PRESENTATION OVERVIEW

1

History

- **VPI Implementation in Alexandria**
- How has VPI service provision evolved in our community?

2

VPI Today

- **An Early Care & Education Systems Framework**
- What is Alexandria's Children & Youth Master Plan?
- How do we define ECE?
- How is the Early Care & Education Workgroup approaching ECE systems building in Alexandria?
- What are the critical issues that still need to be addressed?

3

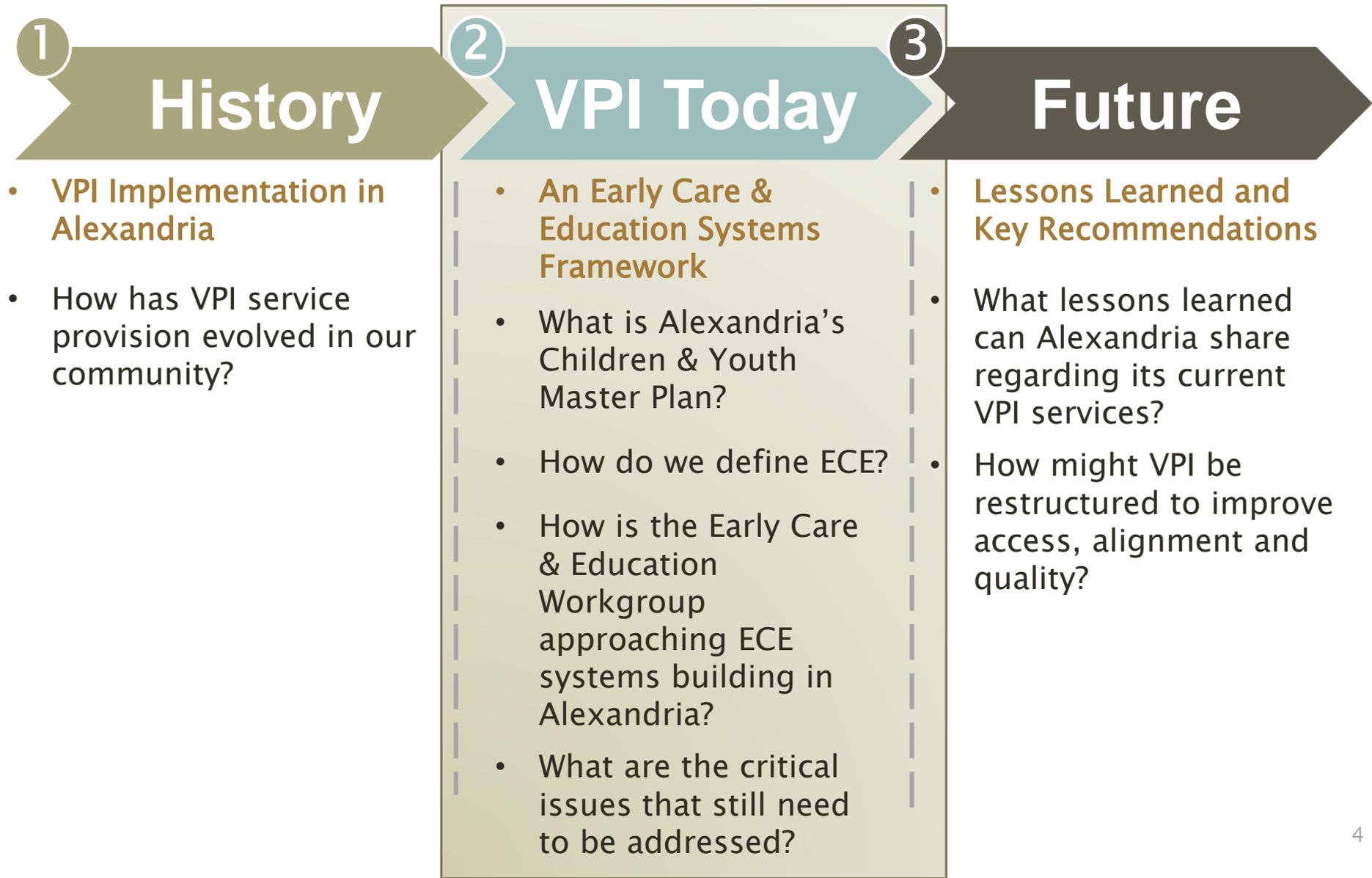
Future

- **Lessons Learned and Key Recommendations**
- What lessons learned can Alexandria share regarding its current VPI services?
- How might VPI be restructured to improve access, alignment and quality?

VPI SERVICE DELIVERY IN ALEXANDRIA: HISTORICAL CONTEXT TO PRESENT DAY

- Community-based child care programs have played an important role in Alexandria's VPI program since its beginning in the mid-1990's
- Initially, there were four private child care centers and one school-based classroom
- For several years in the early 2000's, VPI services were provided solely in community-based programs and the number of programs participating remained constant
- Alexandria City Public Schools began participating in VPI in 2010
- In 2014-15, 226 children were served in community-based programs and 187 children were served in ACPS
- All participating programs were initially required to be accredited through NAEYC and, later, to participate in the Virginia Star Quality Initiative
- VPI provides \$3,000 per child, however, the actual per-child cost for a quality preschool education in Alexandria is in the range of \$10,000+
- The funding shortfall is made up by braiding local and Fee System dollars with grants and fund-raising
- Though more than 100 additional VPI slots were allocated for 2015-16, without dedicated funding, Alexandria is limited in its ability to fill these seats.

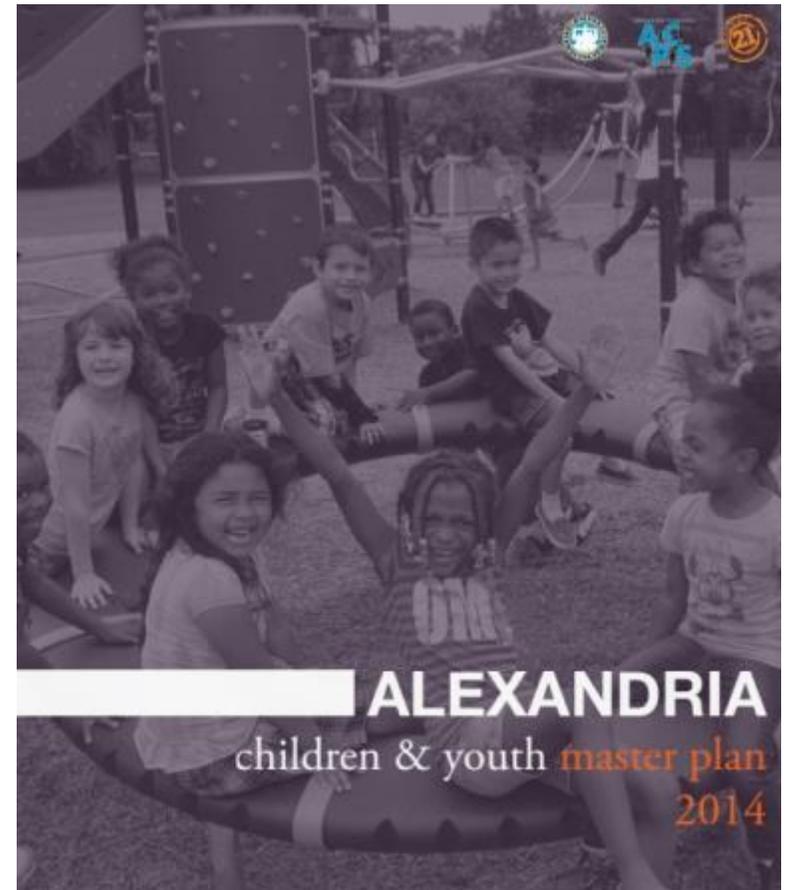
PRESENTATION OVERVIEW



ONE CITY, ONE PLAN: ALEXANDRIA'S OPPORTUNITY

ALL OF ALEXANDRIA'S CHILDREN AND YOUTH SUCCEED
TODAY AND TOMORROW

- Children & Youth Master Plan approved by Alexandria City Council and School Board in June 2014
- Provides a blueprint for Alexandria as it seeks to allocate resources and improve outcomes for 0–21
- Aligns with existing City and Alexandria City Public Schools Strategic Plans
- Organized around Five Goals
- Early Care & Education Workgroup Charged with Implementation of Goal 2.1:
 - *Support the development and alignment of, and access to, an early care and education system that prepares young children to enter kindergarten*

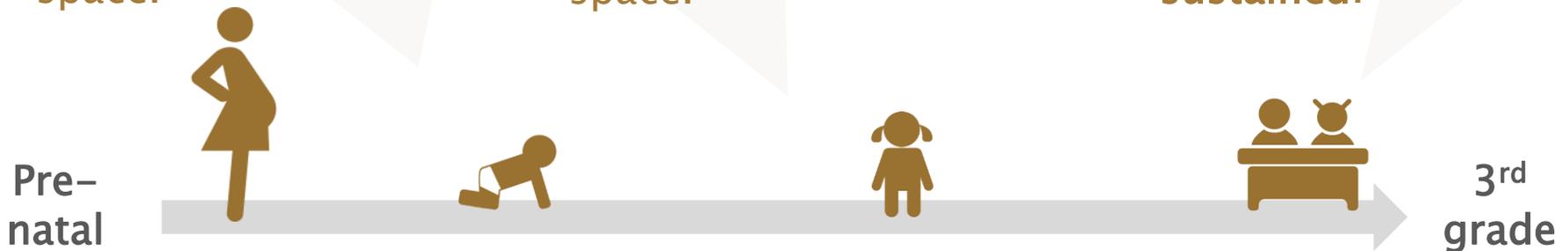


HOW DO WE DEFINE “ECE” IN TERMS OF THE AGES AND TYPES OF SERVICES IT ENTAILS?

“Prenatal is definitely part of a holistic ECE system, but we need to be very targeted in how we engage in the pre-natal to three space.”

“The three and four-year-old space is an important core to our work. We need strength there from which we can reach out to the 0–3 and 5–8 year old space.”

“We need to be connected to the early elementary school years so we can ensure ECE gains are sustained.”

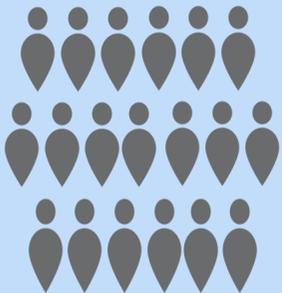


-  EDUCATIONAL SUPPORT
-  HEALTH SUPPORT
-  SOCIO-EMOTIONAL SUPPORT

-  FAMILY SUPPORT
-  COMMUNITY SUPPORT

THE EARLY CARE & EDUCATION WORK GROUP REPRESENTS A WIDE ARRAY OF STAKEHOLDERS IN ECE SYSTEMS BUILDING

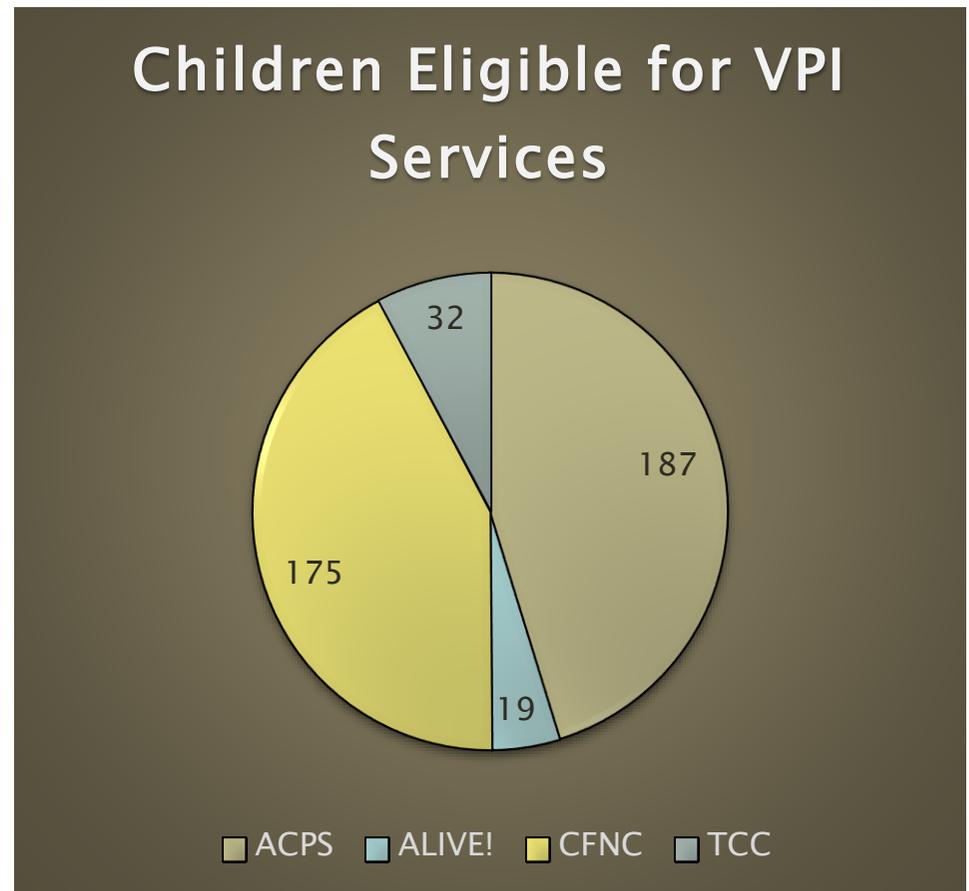
Early Care & Education (ECEW) Work Group



- City of Alexandria Leadership
 - City Manager
 - Deputy City Manager
- Alexandria City Public Schools Leadership
 - Superintendent
 - Chief Academic Officer
 - Chief Accountability Officer
 - Coordinator of Citywide ECE Programs
- Alexandria Department of Community & Human Services Leadership
 - Director
 - Center for Children & Families
 - Chief of Early Childhood
- Alexandria Health Department
- Community/Non-profit Early Care & Education Providers
- Children, Youth & Families Collaborative Commission
- ACT for Alexandria Community Foundation
- Private Foundation

CHILDREN SERVED BY VPI IN 2014-2015

1. A total of 413 children received VPI services from ACPS and community providers
2. 55% of the children were served by community providers, 45% by ACPS
3. Alexandria was able to fill 79.2% of its VPI slots for the 2014–2015 school year and 95.4% the previous year



TOGETHER WE ARE CRAFTING A COMMON AGENDA TO GUIDE IMPLEMENTATION IN THE COMING YEARS

Vision & Definitions:

What is our 'passionate purpose'? How do we define each component of our vision?

Big Goals / Outcomes:

What outcomes would indicate that our vision has become a reality?

Strategies & Structures:

What strategies can we undertake that will lead to the desired goals? What approach and working group structure will best support them?

Indicators:

What metrics will indicate successful outcomes?

Learning & Evaluation:

How will progress measurement and continuous learning take place?

Guiding Values & Principles:

What are the underlying values and principles that guide our work?

Vision & Definitions

Outcome

Outcome

Outcome

Strategies & Structures
*(e.g., sub-committees,
governance, facilitation)*

Indicator

Indicator

Indicator

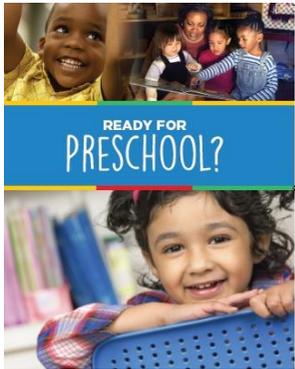
Indicator

Learning & Evaluation Plan

Guiding Values & Principles

SUCCESSES IMPACTING VPI

Combined recruitment tool listing all VPI, Head Start, and EHS opportunities in Alexandria, published in 4 most common languages.



The Quality Collaborative formed around CLASS Professional Development for VPI, Head Start, and Early Childhood Special Education teachers. The cohort includes 60+ lead teachers in 41 early childhood classrooms, serving more than 720 of the City's highest need young children. The Quality Collaborative is also partnered with UVA for evaluation of the 3 year pilot.

"Bringing the VPI providers together has enabled a lot of tangible progress."



"The Allegheny field trip helped us envision what was really possible."

Alexandria is in the design phase of creation of a shared measurement system

Definition:

- Identifying common metrics for tracking progress across organizations and systems toward a common agenda

Benefits include:

- Tracking progress toward a shared goal
- Enabling coordination and collaboration
- Improved data quality
- Continuous learning and course correction
- Catalyzing action

WHAT ARE THE **CRITICAL ISSUES** THAT STILL NEED TO BE ADDRESSED?



Reaching the hardest to reach



Space and transportation constraints



Sustainable funding

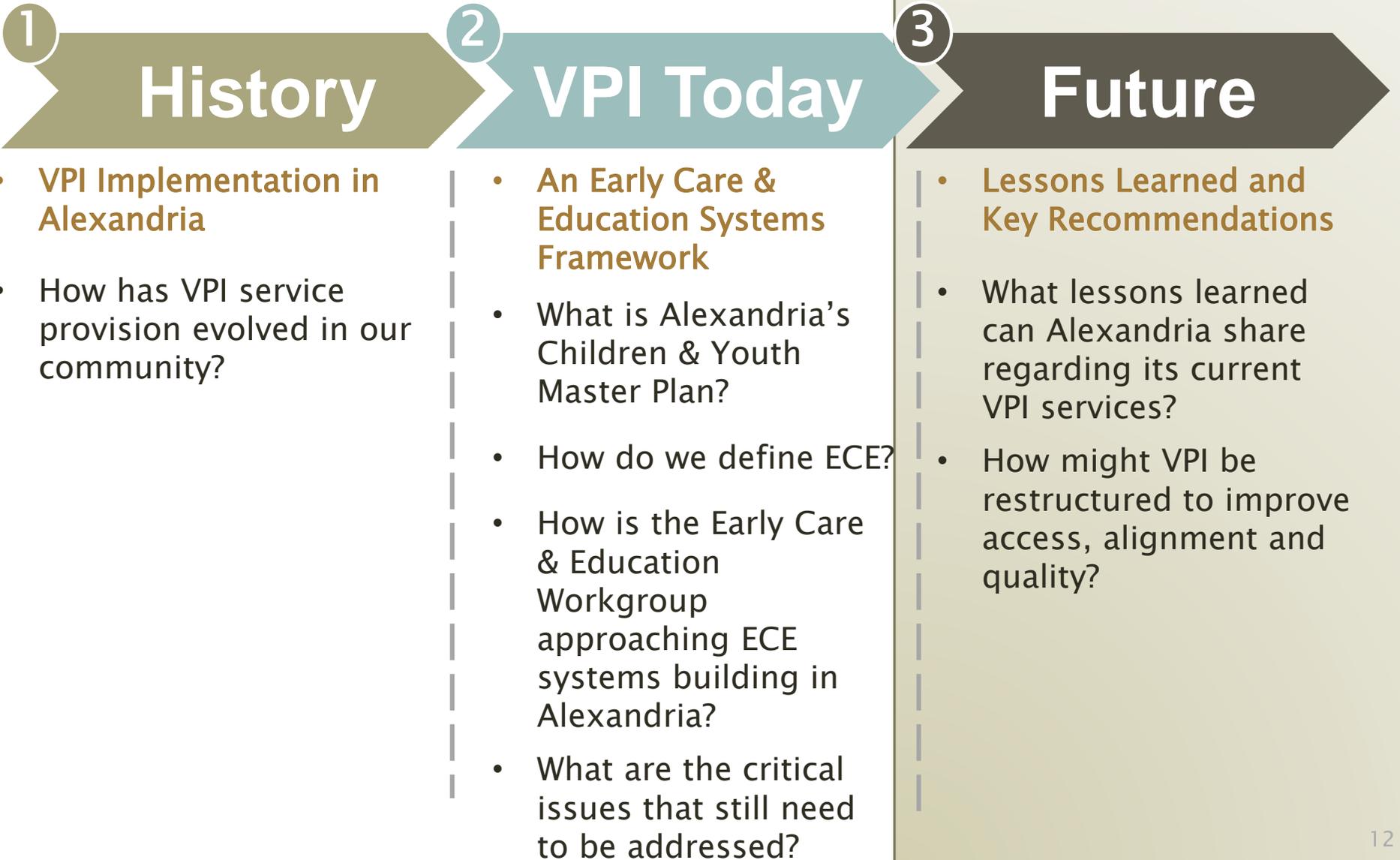


Data: What, how much, and why



Enhancing and sustaining quality

PRESENTATION OVERVIEW



LESSONS LEARNED FROM THE VPI PARTNERSHIP MODEL IN ALEXANDRIA REGARDING COMMUNITY-BASED PROGRAMS

- Community-based programs are a valuable resource for serving children and their families
- Community-based programs are able to demonstrate quality through accreditation and the VQRIS rating system
- Space issues may be addressed through the use of classrooms in private programs
- Attracting and retaining degreed teachers in community-based programs has been and continues to be a challenge

LESSONS LEARNED FROM VPI PARTNERSHIP MODEL IN ALEXANDRIA REGARDING ECE SYSTEMS APPROACH



Children don't grow and develop in isolation; neither can we
Collaboration is essential to our success and ability to make the best use of our limited resources
Systems-focused strategies have the potential for fostering sustainable results

RECOMMENDATIONS TO CONSIDER WHEN RESTRUCTURING VPI

1. Revise eligibility criteria reflecting recent research on children's risk factors, local flexibility, and mixed-income settings
2. Increase the per pupil rate to match the true cost of quality preschool in public and private settings while maintaining appropriate funding levels for K-12 public education
3. Ensure systems are in place to support expansion, quality improvement and local collaboration in preschool, such as:
 - Restoring technical assistance and monitoring capacity at VDOE
 - High-level leadership within state government to improve alignment of programs and resources and foster collaboration
 - Encourage and promote mixed-delivery models for preschool
 - Enhance professional development opportunities linked to qualifications for teachers

OPPORTUNITY FOR QUESTIONS AND DISCUSSION

WE THANK THE VIRGINIA GENERAL ASSEMBLY'S JOINT SUBCOMMITTEE ON THE VIRGINIA PRESCHOOL INITIATIVE FOR THE OPPORTUNITY TO PRESENT TODAY



EARLY CARE AND EDUCATION WORKGROUP